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LTC Newsletter

Ryan C. Harris Learning Teaching Center

Spring 1-1-2011

LTC Newsletter

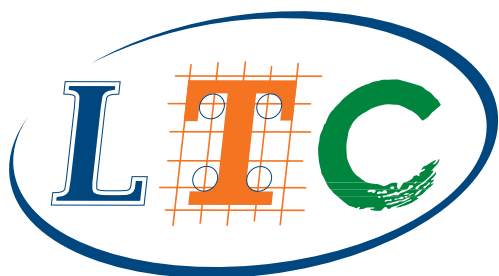
University of Dayton. Ryan C. Harris Learning Teaching Center

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Ryan C. Harris
LEARNING TEACHING CENTER

NEWSLETTER

SPRING 2011

New Times and New Methods: Faculty Engaging in CAP with Creativity

What a difference a summer and a semester can make in beginning the process of implementing curricular change! The Common Academic Program framework, also known as CAP, passed in the Academic Senate in April, 2010. In the fall, 2010 LTC newsletter, we announced that “now the creative, potentially fun and generative, sometimes messy process of implementation begins.” And so it has. In this article and others in this Newsletter, you will read examples of curricular progress, of changing the way we interact with each other, and of faculty colleagues stepping forward with energy, invested time, and commitment to breathe life into CAP. As with all change, progress is never a linear process, with every experience having great learning potential. The experiences provide rich sources of information to guide our efforts... the essence of assessment for continuous improvement.

One of the most robust and faculty-rich efforts to date has been the creation of the Humanities Commons, described in more detail on page 3. Building on the work of the AAC&U summer workshop, the Humanities Commons, evolving from faculty ideas emanating from the May Humanities Base Workshop, creates opportunities for Humanities Faculty to interact with each other in meaningful ways as they seek to achieve the shared learning goals. Bill Trollinger, the first ever First-Year Humanities Coordinator, is orchestrating these efforts.

Other experiments are taking place in the area of CAP faculty development. The Faculty Development Committee has been brainstorming perceived needs for preparing faculty for changes ahead. LTC seminars were developed and provided this August, and again, during the intersession. Seminar providers have included Beth Harrison, Don Pair, Molly Schaller, Steve Wilhoit and David Wright; joining the seminar team this January is Sawyer Hunley. Seminars will be revised and offered in various formats throughout the spring semester, and then into May and beyond, if demand exists. Contact any of these individuals if you have an idea for a seminar or workshop that would help equip you and colleagues.

This semester, the CAP Crossing Boundaries Faculty Institute will be announced and a call for proposals launched. Launching this opportunity now will give faculty with interdisciplinary ideas a chance to develop them in a community setting, with plenty of time to experiment prior to launch. Stay tuned for this development in the weeks ahead.

And finally, there have been several important appointments made this past fall, including Bill Trollinger, as mentioned above, Allen McGrew, CAP Sciences Coordinator, and Sawyer Hunley, Assistant Provost. For brief profiles of these individuals, see page 2.

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Printed on 30% post-consumer recycled paper.

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Initial Appointments Connected to the Common Academic Program

As stated in the lead article in the Fall 2010 LTC newsletter, the campus has been moving forward with major curricular renewal. One aspect of this progress has involved a series of initial appointments connected to implementing CAP. Other appointments, including the Academic Senate's CAP Leadership Team and the CAP Course Approval Committee, will follow. Four people engaged in implementation of CAP are briefly profiled in this article. Future issues of the LTC newsletter will profile others.

CAP Coordinators in the College of Arts and Sciences – Dean Paul Benson has made two appointments connected to the College's initial implementation of CAP. Dr. Bill Trollinger (Associate Professor in the Department of History) was appointed the First-Year Humanities Coordinator in October. Dr. Allen McGrew (Associate Professor and Chair in the Department of Geology) has been appointed the Sciences Coordinator for the Common Academic Program, commencing January 3, 2011. Both Coordinators will work with department chairs and faculty from across the College and Associate Dean Don Pair to develop new first-year humanities courses that will be part of the Humanities Commons, and to revise science courses in the College as they create, pilot, and assess the new curriculum for the full implementation of CAP in 2013.



Hunley

McGrew

Pair

Trollinger

CAP Assistant Provost - Dr. Sawyer Hunley, Associate Professor of Counselor Education, has been appointed Assistant Provost for the Common Academic Program, commencing January 1, 2011. The CAP Assistant Provost will lead planning efforts for the initial implementation of the CAP, develop and implement a plan to communicate details about the CAP and its implementation to the entire UD community; promote faculty interest in and development of CAP proposals and serve as a resource for faculty; work with the College and professional schools to coordinate CAP logistical and staffing issues; work with the College's Associate Dean for Integrated Learning and Curriculum and the professional schools to implement common procedures for effective assessment, review, and evaluation of CAP; report the ongoing results of CAP to the Academic Policies Committee of the Academic Senate and other appropriate University bodies; and work with others to identify and pursue possible outside funding sources.

Dr. Sawyer Hunley brings to this role an understanding of and commitment to supporting the Catholic and Marianist values and identity of UD. She has a strong background and expertise in curriculum, systems thinking and change, data-based decision making, curriculum assessment, and faculty development. ■

New Times and New Methods

(continued from previous page)

As the 1970's often parodied Karen and Richard Carpenter song says, "we've only just begun." There are other appointments to come, including the CAP leadership team, which will serve as advocates for the Program during its implementation on campus and as an advisory body to the Assistant Provost for the Common Academic Program. Also to be developed: the University Committee on the Common Academic Program and Competencies.

All faculty teaching undergraduate students have the potential to make a positive contribution to the Common Academic Program, and the CAP has the promise and potential to make a distinctive statement about how we educate in the Catholic and Marianist tradition. In an era of increasing competition among universities large and small, public and private, being distinctive is imperative. UD has the potential to stand out boldly in a crowded field of institutions. We are called, by our founders and our history, to adopt new methods for these new times. We hope you will bring your whole selves to this task of re-defining anew how a Catholic and Marianist education is distinctive and how it can make a difference in the world. ■

Coming Up Supporting CAP Course Development

A variety of new workshops and even new types of faculty development programming will be coming this year from the LTC to support CAP course development:

- Four workshops and two CAP conversations were offered in the intersession before the spring semester. We will be repeating these workshops again during the spring and summer.
- One hour conferences will be offered on a variety of learning and teaching subjects, with keynotes and breakouts all squeezed into an hour! See the FES on February 16 for an idea of how this will work.
- The Crossing Boundaries CAP Faculty Institute will be a mixture of workshops and a community of practice for faculty wishing to learn about CAP and to develop the interdisciplinary/cross-disciplinary courses required as part of the CAP curriculum.
- Because we recognize that faculty are challenged by crowded schedules, we will be repeating much of the CAP-related faculty and course development programs in the summer – so please stay tuned for details.

Developing the Humanities Commons

Don Pair (College of Arts and Sciences) and Bill Trollinger (CAP Humanities Coordinator)

This past summer, after the Academic Senate's approval of the Common Academic Program (CAP) framework, College of Arts and Sciences faculty traveled to several national institutes to plan its launch. At one of these meetings, the Association of American Colleges and Universities (AAC&U) Engaging Departments Institute, three department chairs (English, Philosophy, Religious Studies) and the chair of the History Department's curriculum committee joined College of Arts and Sciences Dean Paul Benson to begin planning for the new First Year Humanities courses in CAP.

Utilizing the initial feedback and suggestions provided to humanities department chairs at last May's annual humanities workshop, the AAC&U team developed a strategy that will guide creation of the new First Year Humanities courses called for in the Senate-



College of Arts and Sciences faculty members meet in the sub-basement of KU during "Tornado Tuesday" to discuss possible new Humanities Commons courses.

approved CAP document. As these courses seek to educate in the spirit of CAP, the AAC&U team felt it was important to distinguish these courses from the present Humanities Base courses and thus decided to identify these new courses as being part of the Humanities Commons. Further, these faculty leaders committed to spending the early part of the fall constructing common learning goals for the first-year CAP humanities courses, in addition to appropriate discipline-specific learning objectives. Humanities faculty participated in several discussions around these new learning goals (see side panel to the right). These took place over a

series of Humanities Commons lunches, including one that had to be reconvened in the sub-basement of KU amongst the canned goods and boxes of pasta during UD's now famous "Tornado Tuesday" event.

The first-year learning goals for the Humanities Commons give special attention to the CAP learning goal of diversity and to the academic resources of the Catholic intellectual tradition. The Humanities Commons is also working to construct integrative connections within and across the four first-year CAP humanities courses in relation to the question, "What does it mean to be human?" Cultivating students' capabilities for integrative learning throughout CAP and in conjunction with students' academic majors is a primary aim of the new courses. Dr. Bill Trollinger, Assoc. Professor of History, has been appointed the First-Year Humanities Coordinator and officially takes up this role on January 3, 2011. Together with the First-Year Humanities Chairs, he developed a request for proposals to develop Humanities Commons courses that will be taught as pilots in the coming academic year. Proposals are due January 30, 2011. A rich set of Humanities Commons course proposals are anticipated. ■



Humanities Commons Student Learning Goals

Approved by the First-Year Humanities Chairs, November 1, 2010.

In each of these courses students will:

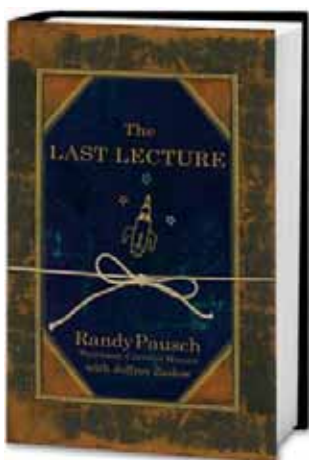
1. Read a variety of primary texts closely and critically (including self-critically).
2. Analyze, in writing, a variety of texts contributing to larger historical conversations, debates, and traditions and as resources for understanding and appreciating the complexities of human identity, dignity, and experience.
3. Develop an understanding of their place in community, country, and world in relationship to multiple others, with particular attention to differences – such as class, gender, and race – upon which social inequalities are constructed and maintained.
4. Engage central concepts of Catholic intellectual tradition as they contribute to humanistic inquiry and reflection in the relevant academic discipline (English, History, Philosophy, or Religious Studies).
5. Examine the question of what it means to be human from a disciplinary perspective, and in the process make connections among disciplines and develop an appreciation for the ways in which learning is a process of integrating knowledge.
6. Understand and practice academic honesty as foundational to the making and sharing of knowledge in a community of learners that is both local and global.

Each department in the first-year Humanities Commons will develop disciplinary-based and assessable student learning outcomes for their introductory course(s) that align with these common goals. In addition, a series of shared co-curricular and/or connected learning activities will contribute to these shared goals and highlight the seven CAP outcomes.

FOR MORE INFORMATION ON CAP GO TO
<http://community.udayton.edu/provost/aali/cap.php>

Reading Group #1: *The Last Lecture*

Facilitated by Hector Escobar (Roesch Library)



"We cannot change the cards
we are dealt, just how we
play the hand."
—Randy Pausch

This reading group will explore the book entitled *The Last Lecture* by Randy Pausch. The LTC will cover the cost of the book in exchange for your agreeing to attend each of the three facilitated discussion sessions.

A lot of professors give talks titled *The Last Lecture*. Professors are asked to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy?

When Randy Pausch, a computer science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave—"Really Achieving Your Childhood Dreams"—wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because "time is all you have... and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living.

In the book, Randy Pausch has combined the humor, inspiration and intelligence that made his lecture such a phenomenon and given it an indelible form. The online recording of his last lecture can be found at http://www.youtube.com/watch?v=ji5_MqicxSo. ■

Author details and book descriptions based on publishers' or authors' web sites.

Fridays
10:00 AM - 11:00 AM

2/4 -- LTC Forum

2/18 -- LTC Forum

3/11 -- LTC TeamSpace

To register, contact Lora Butcher at
Lora.Butcher@notes.udayton.edu or
call 229.3309.

Readings on Developing Courses

The LTC Faculty and Leadership Development Library contain numerous books that can assist faculty and academic leaders to create learning-centered courses. Look for the books in the shelving opposite the Blend. They can be borrowed by checking them out from the Roesch Library circulation desk. Here is a listing of books that could help in developing new or redesigning existing courses:

Meaningful Course Revision: Enhancing Academic Engagement Using Student Learning Data Catherine Wehlburg

Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses L. Dee Fink

How Learning Works: Seven Research-Based Principles for Smart Teaching Susan Ambrose et al.

Assessing Student Learning: A Common Sense Guide Linda Suskie

Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning Mary Huba and Jann Freed

Learning Centered Teaching: Five Key Changes to Practice Maryellen Weimer

Classroom Assessment Techniques: A Handbook for College Teachers Thomas Angelo and Patricia Cross

Diversity across the Curriculum: A Guide for Faculty in Higher Education Jerome Branche et al.

Developing Outcomes-Based Assessment for Learning-Centered Education: A Faculty Introduction Amy Driscoll and Swarup Wood

Using Student Teams in the Classroom: A Faculty Guide Ruth Federman Stein and Sandra Hurd

Putting Students First: How Colleges Develop Students Purposefully Larry Braskamp et al.

Sustaining and Improving Learning Communities Jodi Levine Laufgraben et al.

Team-Based Learning: A Transformative Use of Small Groups in College Teaching Larry Michaelsen et al.

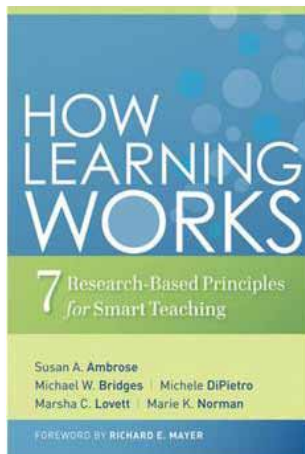
The Course Syllabus: A Learning-Centered Approach Judith Grunert O'Brien et al.

Developing Learner-Centered Teaching: A Practical Guide for Faculty Phyllis Blumberg

Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms Stephen Brookfield and Stephen Preskill ■

Reading Group #2: *How Learning Works: Seven Research-Based Principles for Smart Teaching*

Facilitated by Elizabeth Harrison (LTC, Office of Student Learning Services)



Participate in a discussion around an important new book written by a team led by Susan Ambrose of Carnegie Mellon called *How Learning Works: Seven Research-Based Principles for Smart Teaching*. The LTC will cover the cost of the book in exchange for your agreeing to attend each of the seven facilitated discussion sessions.

Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. *How Learning Works* provides the bridge for such a gap.

The book introduces seven general principles of learning distilled from the research literature as well from twenty-seven years of experience working one-on-one with college faculty. The authors have drawn together research from a breadth of perspectives (cognitive, development and social psychology, educational research, anthropology, demographics, and organizational behavior). The seven principles identify a set of key ideas underlying learning – from how effective organization enhances retrieval and use of information to what impacts motivation. These principles will help instructors understand why certain teaching approaches are or are not supporting student learning, and generate or refine teaching approaches and strategies that more effectively foster student learning in specific contexts.

Susan A. Ambrose is associate provost for education, director of the Eberly Center for Teaching Excellence, and teaching professor in the Department of History at Carnegie Mellon University in Pittsburgh, Pennsylvania. Michael W. Bridges is director of faculty development at UPMC St. Margaret Hospital in Pittsburgh, Pennsylvania. At the time of publication Michele DiPietro was associate director for graduate programs at the Eberly Center and instructor in the Department of Statistics at Carnegie Mellon. Marsha C. Lovett is associate director for faculty development at the Eberly Center and associate teaching professor in the Department of Psychology at Carnegie Mellon. Marie K. Norman is a teaching consultant and research associate at the Eberly Center and adjunct professor of anthropology at Carnegie Mellon.

The Eberly Center for Teaching Excellence at Carnegie Mellon University was created in 1982 with a mission to distill the research on learning for faculty and graduate students and to collaborate with them to design and implement meaningful educational experiences. The center's work is based on the idea that combining the science and the art of teaching empowers college faculty to create the conditions for students to learn and, through this learning, transform their world. ■

Author details and book descriptions based on publishers' or authors' web sites.

Would you like to get together with other faculty and staff to talk about teaching but don't have time to read for a book group?

Join the Teaching & Learning Community of Practice—the TLCP!

When: 10:00-11:00 AM on the 2nd and 4th Wednesday of every month in Spring 2011, starting January 26

Where: LTC

Take a breather from your office and share your teaching strategies and techniques, questions and concerns with other instructors. The 'take aways'? Ideas for your own teaching. Moral support. And membership in a community of people who share your interest in teaching and student learning. Beth Harrison of the LTC's Office of Student Learning Services will facilitate discussion in "open mic" style sessions and provide resources based on your areas of interest. Come once or come all the time, it's up to you. ■

Thursdays 12:00 PM - 1:00 PM

1/27 -- LTC Forum
2/10 -- LTC Forum
2/24 -- LTC MeetingSpace
3/10 -- LTC Forum
3/24 -- LTC Forum
4/7 -- LTC TeamSpace
4/21 -- LTC TeamSpace

To register, contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309.



Leadership UD



2010-2011 Leadership UD Cohort

Front Row: Phil Chick (Finance & Administrative Services), Maureen Anderson (School of Law), Becki Lawhorn (Enrollment Management), Sue Trainum (College of Arts & Sciences), Chad Barklay (UDRI)

2nd Row: Lisa Beutel (Center for Leadership & Executive Development), Jenny Napier (Bookstore), Donna Koopman (Advancement), Dennis Buchanan (UDRI), Michele Welkener (School of Education & Allied Professions), Adrienne Niess (ArtStreet)

3rd Row: Eileen Carr (College of Arts & Sciences), Sharon Gratto (College of Arts & Sciences), Jill Morgan (School of Engineering), Tricia Barger (Center for International Programs), Cari Wallace (Student Development), Allison Leigh (Campus Ministry), Janet Herrelko (School of Education & Allied Professions)

4th Row: David Schmidt (Facilities), Alex Morgan (UDRI), Tom Weckesser (UDit), Dave Harper (Athletics), Fr. Francois Rossier (Roesch Library), Leslie Douglas (School of Business Administration), Daria Graham (Student Development), Bob Wilkens (School of Engineering)

Within the context of our Catholic and Marianist traditions, Leadership UD is designed to cultivate leadership capabilities and a leadership mindset among high interest/high potential University of Dayton faculty and professional staff, regardless of their career path or current position. A combination of faculty and staff (up to 26 total per year) are nominated by Vice Presidents and Deans to participate. Programming for the first year of Leadership UD takes place over the fall and spring semesters; the group meets ten times in a seminar setting in addition to an overnight kick-off retreat in September. Programming is led by a Development Team of fifteen dedicated past cohort members.

Including this year's cohort, 229 people have participated in the program. Of the 229, 67 have been faculty and 162 have been staff. Thirty-four of the 229 have left the university for other opportunities.

Nominations are accepted in February. If you are interested in learning more about the program, visit <http://LTC.udayton.edu/LUD/> or call Mary Gaible at 229.5670. Interested in being considered for our twelfth cohort? Let your supervisor or chair or dean know. They will be making their selections in February. ■

Recruiting Trends 2011

Presented by Dr. Phil Gardner

*Economist and Director of the Collegiate Employment Research Institute,
Michigan State University*



How will the Class of 2011 fare in the job market? Is the economy recovering from the depth of the recession? Are starting salaries for new college grads on the rise? What skills are employers seeking from college graduates?

Gloomy economy? Maybe not all is lost! Pockets of the economy are beginning to emerge and some employers are becoming excited about possible job openings in the not so distant future! Find out where these jobs might be and what sectors of the economy might emerge first from the economic rubble. Early findings suggest that opportunities will emerge but employers are hesitant to crank-up hiring. Be prepared for more uncertainty - seniors need to be ready for a sudden possible shift and find out why internships are becoming high stake events!

**Thursday, February 17
9:00-11:00 AM
Kennedy Union's
Boll Theatre**

Visit Sponsored By:

These and other topics will be discussed by Dr. Phil Gardner as he presents "Recruiting Trends 2011" for an audience of students, faculty and staff members, and employers. ■





SOCHE Conferences and Workshops

The Southwestern Ohio Council for Higher Education is dedicated to advancing higher education in the region through active collaboration, resource and knowledge building, and effective professional development programs. Faculty wishing to attend these events should contact Lora Butcher about registration details at 229.3309. The SOCHE Web site also contains information about specific events (<http://www.soche.org>).

Service Learning Strategies: Planning, Implementing, and Refinement

Monday, February 14, 2011

Location: Cedarville University

Recruiting Trends 2011

Thursday, February 17, 2011

Location: University of Dayton

Effective Project Management

Thursday, February 24, 2011

Location: Sinclair Community College

Teaching Chemistry in the 21st Century

Thursday, April 7, 2011

Location: Wittenberg University

Digital Conundrums: Stacks, Staff, and Students

Wednesday, May 4, 2011

Location: Wright State University

Ten Best Practices for Student Affairs Risk Management

Wednesday, May 25, 2011

Location: Wright State University

Books Available First-Come First-Served

The LTC has a limited number of books on hand from previous Reading Groups that will be given freely to UD faculty on a first-come, first-served basis. We have only a few of each of the following books, but please contact Lora Butcher if you would like to have a copy. Contact Lora at Lora.Butcher@notes.udayton.edu or call 229.3309.

McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers *Marilla Svinicki and Wilbert McKeachie*

Earth in Mind: On Education, Environment, and the Human Prospect *David Orr*

What the Best College Teachers Do *Ken Bain*

Learner-Centered Teaching: Five Key Changes to Practice *Mary Ellen Weimer*

Answering the Call: African American Women in Higher Education
Beverly Bower and Mimi Wolverton

Putting Students First: How Colleges Develop Students Purposefully
Larry A. Braskamp et al.

Diversity Across the Curriculum: A Guide for Faculty in Higher Education
Jerome Branche et al.

The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life
Parker J. Palmer

Grown Up Digital: How the Net Generation is Changing Your World
Don Tapscott

Helping Students Learn in a Learner-Centered Environment *Terry Doyle*

Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms *Stephen Brookfield and Stephen Preskill*

Classroom Assessment Techniques: A Handbook for College Teaching
Thomas Angelo and Patricia Cross

How People Learn: Brain, Mind, Experience, and School
The National Research Council

Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review *Pat Hutchings*

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom *John C. Bean*

Interactive Learning: Vignettes from America's Most Wired Campuses
David Brown

Peer Review of Teaching: A Sourcebook *Nancy Van Note Chism*

FES

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall of 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty and staff through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues – anything that would foster faculty growth and professional development, and enhance the quality of work life. We hope you take these opportunities to discover what the LTC has to offer you and your students.

All sessions will be held from 12:00 - 1:15 PM. Lunch will be provided. To attend one or more of these sessions, please contact Lora Butcher, Faculty Development Coordinator, at 229.3309 or Lora.Butcher@notes.udayton.edu.

JANUARY

Thursday, January 27 (KU West Ballroom)

Leadership in the Academy: Faculty/Administrator/Faculty Transitions

Hosted by: Paul Vanderburgh (Office of Graduate, Professional, and Continuing Education)

On July 1, 2010, the UD Graduate School was restructured as Graduate, Professional, and Continuing Education (GPCE). As such, two offices moved into the GPCE to complete the continuum of adult learning services at UD and most GPCE staff members moved to the River Campus building in October. Special Programs & Continuing Education, led by Julie Mitchell, offers Lifelong Learning Institute programming for nearly 2000 seniors as well as continuing education courses for professionals and adult learners of all phases of career and life. The Center for Leadership & Executive Development, led by Lisa Beutel, offers executive, emerging, and supervisory leadership training programming primarily to industries in the greater Dayton area. The Office of Graduate Services, led by Diane Helmick, will coordinate the palette of services offered to graduate students attending evening classes in the River Campus Building. GPCE is also under new leadership with Paul Vanderburgh as the Associate Provost and Dean and Brad Duncan as the Associate Dean. In this FES, Paul and his leadership team will provide an overview of the vision of GPCE, the services offered, and a “what’s new” update regarding the future of graduate education and adult learning.

Monday, January 31 (LTC Forum)

Textbook Affordability and Innovations: New Options for Faculty and Students

Hosted by: David Wright (LTC, Office of Curriculum Innovation and E-Learning), and Julie Banks (University Bookstore)

Textbooks are an integral part of the education landscape and are seen as a vital aid to student success. For various reasons, including a thriving second-hand market, textbook prices have been escalating at a rate dramatically above inflation. Students are increasingly challenged when purchasing the very textbooks (or specific editions) required by teachers. More affordable options are now becoming available to students and faculty. From book rentals, on-demand-printing, electronic textbooks and open educational resources, there are more choices today. This session will explore these options as well as the important state-level initiatives that offer wide-scale adoption of e-textbooks possible through the Ohio Digital Bookshelf project.

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Fall 2011 is **Friday, March 18, 2011**. If you have any questions, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309. More information on the FES and the request for proposals can be found at: <http://LTC.udayton.edu>.

MARCH

Tuesday, March 15 (LTC Forum)

Diversity Across the Curriculum Workshop

Hosted by: Patricia Johnson (Alumni Chair in Humanities) and panel

The Diversity Across the Curriculum Workshop is designed to help participants

- Gain a better understanding of diversity and of how diversity and pedagogical practices are interrelated
- Form collegial relationships, developing a community of interested scholars who can be called on for further learning and support
- Develop new practices for designing class syllabi and assignments
- Develop instructional materials that will enrich their courses and enable students to learn about issues related to diversity
- Develop techniques and practices for classroom teaching that help them be more confident when introducing materials and topics related to issues of diversity
- Develop ways to meet departmental and program learning outcomes related to diversity and inclusion
- This session will review the content of the workshop, as conducted in the Fall 2010, and answer questions about the workshop and how to participate in it.

All sessions will be held from
12:00 - 1:15 PM.
Lunch will be provided.

Tuesday, March 22 (LTC Forum)

Embedding Library Resources into Your Courses

Hosted by: Katy Kelly (Roesch Library) and Joan Giglierano (Roesch Library)

Resource Guides, created with LibGuides software, are one-stop research Web portals to quality resources. Created through a collaborative effort between librarian and professor, Resource Guides can supplement instruction sessions or be used as stand-alone guides to research for 200-level or above courses. This session will discuss best practices for working with subject-specialist librarians to create Resource Guides. Participants will also learn how to embed completed guides into Isidore. Come learn about this new service offered by the University Libraries to enhance your students' learning experience.



Wednesday, March 23 (LTC Forum)

Strengthening the Community: Strategies for Supporting Students of Color at UD

Hosted by: Leslie Picca (Sociology, Anthropology, and Social Work) Donna Cox (Music), Kenya Crosson (Civil & Environmental Engineering), Daria Graham (Office of Multicultural Affairs), Tracy Harmon (Management and Marketing), Patricia Reid (History), and undergraduate students

While the The University of Dayton Vision of Excellence (2005) calls for the promotion of multicultural and international learning, it can be a challenge to truly create an inclusive classroom environment. This session will explore beneficial strategies for supporting students of color at UD. A panel of faculty, staff, and undergraduate students will spend a few minutes each describing challenges faced by students of color at a predominately white institution, and effective specific strategies of support. An open discussion will follow. This topic is of critical importance to racial and ethnic minority students, as their interactions with faculty can impact both retention and recruitment initiatives. However, this topic is also significant to white students at UD who will likely work in an increasingly global economy, as well as live in a growing racially-diverse society. Exploring the racial campus climate at UD impacts each of us. ■

The Faculty Development Committee consists of Janet Bednarek (History), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Services), Janet Herrelko (Teacher Education), Sawyer Hunley (Assistant Provost for CAP), Christian Kiewitz (Management and Marketing), Jason Pierce (Political Science), Jayne Robinson (Biology), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (LTC/English), David Wright (UDit/LTC/Biology), and Lora Butcher (LTC).

Improve Your Courses with Student Feedback: Sign Up for the Midterm Instructional Diagnosis

Need some insight into your student's thoughts about your class and how you can help them learn? Try the Midterm Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the MID provides the feedback to instructors on what is working in a class and what needs to improve. Students have praised the process because it communicates faculty interest in their learning. The process is voluntary, confidential and formative. The deadline to submit a MID request for the spring semester is Friday, February 18.

We also invite faculty who have had MID's performed in their own classes to step forward to help facilitate MID's for other faculty. We have a simple set of instructions that explains the entire process. The bottom line is that facilitating the MID is as powerful a learning experience as having the MID for your own course. It is not a large time commitment, but offers a powerful opportunity to improve your own teaching vicariously through hearing students talk about learning. Let us know if you would like to join the list of MID facilitators.

If you have any questions, contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309. More information on the MID and a request form can be found at: <http://LTC.udayton.edu/development/mid.htm>. ■

Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

E-Media:

John LeCompte – 229.2676

IT Training:

Mary Jo Barrows – 229.5676

E-Learning:

Ryan Allen – 229.2233

Student Learning Services:

Beth Harrison – 229.3383

Faculty Development & Curriculum Innovation:

Beth Harrison – 229.3383

David Wright – 229.4604

Steve Wilhoit – 229.5317



Spring Part-Time Faculty Workshop

This spring's Part-Time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, March 12, 2011. It begins at 8:30 a.m. with a breakfast brunch in Kennedy Union 331 with the morning sessions beginning at 9:45 a.m. in the Ryan C. Harris Learning Teaching Center. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in January. For more information, please contact Lora Butcher, Faculty Development Coordinator, at lora.butcher@notes.udayton.edu or 229.3309. ■

SAVE THE DATE!
Saturday, March 12
8:30 AM - Noon

Testing Accommodations for Eligible Students with Disabilities

1. Students are encouraged to schedule all tests at the beginning of each semester based upon the class syllabus and to talk with each instructor about testing accommodations.
2. Students are required to notify instructors of their desire to use accommodations up to 5 but not less than 2 business days prior to a test and to communicate their decision to use or not to use the approved accommodations for that test.
3. Students are advised to schedule tests as close to the class time as feasible, taking into account they cannot miss another class in order to take the test.
4. Students complete an online Test Request form to reserve a time to take their tests with SLS if arrangements could not be made within the department. Ideally students should do this at least 5 days in advance, but no later than 8 a.m. 2 business days prior to the date they wish to schedule.
5. SLS will schedule tests at the time and date requested by the student when possible. The student and instructor will be sent a confirmation e-mail. This does not excuse the student from the responsibility of notifying the instructor of the date and time of the test within a reasonable length of time before the test date (5 days before is preferred).
6. If the instructor has a concern regarding the test time, s/he should contact the student to clarify and notify SLS of his/her decision. If a student reschedules a test, an e-mail will be sent to both the instructor and student with the date and time of the originally scheduled time and the proposed new time. Students will not be allowed to take a rescheduled test without written/verbal permission from the instructor to SLS.

The general process for providing reasonable accommodations has not changed:

- Students who wish to use testing accommodations request their SLS Self-Identification forms electronically and then provide the completed form to each instructor every semester.
- Students engage in an interactive process with each instructor to discuss how accommodations will be provided.
- When possible, instructors are encouraged to provide the accommodation of extended time and a distraction-reduced testing environment in the department area, an office, or an available classroom nearby. ■

As an instructor, your responsibilities in this process are:

- To work with the student and SLS in order to insure that the student is able to take the test in an appropriate manner.
- To be available to the student to discuss test accommodation needs and to determine the appropriate site.
- To deliver the test and any special instructions to SLS at least 5 business days (but a minimum of 2 business days) prior to the scheduled test in order to allow time for test conversion. Test materials submitted to SLS may need to be converted to accessible electronic formats for use with assistive technology software programs, which may include scanning, formatting, and editing to ensure accessibility. This process can take extensive time depending on the number of tests scheduled, the length of the test, and the complexity of the content, which is why SLS asks for as much processing time as possible before the test date.

Special instructions might include whether the student is allowed to use notes or books, a calculator, illustrations, or anything other than a writing implement when taking the test.

- Tests in Microsoft Word format are preferred and can be delivered electronically via email to disabilityservices@udayton.edu. However, a CD version or hard copy (as a last resort) will be accepted at SLS in the LTC, Room 023.
- If a scheduled test needs to be rescheduled for any reason, the change must have written instructor approval.

NOTE: New finals policy! All Final Exams must be scheduled by students no later than 11 am on the Friday before the start of finals week.

For more information, visit our website and check out Alternative Testing under Services for Students with Disabilities.

Make-Up Exams

Please be aware that the Office of Student Learning Services is not involved in make-up exams unless there is an accommodation need that cannot be coordinated by the faculty member.

SLS responsibilities in this process are:

- To schedule the test when contacted by the student via an electronic test request.
- To send a courtesy email to the student and the instructor regarding when the test has been scheduled.
- To check all received test materials to make sure they are complete and in usable condition.
- To maintain an appropriate test environment and follow any special instructions supplied by the instructor.
- To protect the confidentiality and academic integrity of the test, materials received from instructors and any alternative text materials are either returned with the student's work or destroyed. All tests are maintained in a locked file with very limited access and absolutely no copy or master is kept on file in SLS.
- To return all materials to the instructor.
- To deliver the student's work to the instructor's department after the test and secure a delivery signature. Please note: SLS delivery will be at the end of the test day or by the end of the next business day for exams completed after 3 p.m. Instructors are encouraged to pick up the completed test in the SLS office if they want it sooner.

Providing Your Students with an Accessible Syllabus

Why should I ensure that my syllabus is accessible?

The syllabus is both the road map and the rule book for your course. It is a student's most comprehensive resource for understanding your expectations regarding the course, and it is a key that can open up learning in the course for your students. As such, we need to make sure that our syllabi are accessible to every student in the class no matter how they may need to take in the information to understand it best — at both the undergraduate and the graduate levels.

In short, being intentional about how we package our syllabi can improve our students' possibility of being successful in our courses. For some students, use of larger font size and high contrast will greatly improve their ability to access the information in the syllabus; others will read the syllabus on the computer after changing the font size, color, and/or contrast. Still others might use a software program to read the syllabus to them.

Providing your syllabus to students in an electronic format, perhaps on an Isidore course Web site, allows them to access the syllabus in whatever way works best for them — but only if the syllabus is formatted in ways that are compatible with the standards for accessibility used by most software. The template we are providing will help you create an accessible electronic syllabus or update a previous syllabus to make it accessible electronically. Instructions for how to use the template are provided within the first few pages of the template.

Questions or suggestions? Please contact the Office of Student Learning Services at 229.2066, or visit our office in the LTC. ■



SLS Evening Tutoring Hours Are Moving!

The increasing number of students seeking tutoring has resulted in overcrowded conditions during evening tutoring hours on the 5th floor of Roesch Library. As a result, beginning January 24 all Walk In Tutoring sponsored by the LTC's Office of Student Learning Services will take place in Marianist Hall Learning Space.

Tutoring will continue to take place 6:00-9:00 p.m. Monday - Thursday. When students check in near the MHLS front desk they will be directed to the location of the subject they are looking for. For the schedule of tutoring hours, visit the SLS web site at <http://learningservices.udayton.edu>.

We thank Roesch Library for the use of their rooms, and we look forward to this collaboration with the MHLS staff.

The Office of Student Learning Services is proud to announce the availability of an accessible syllabus template, ready-for-use by downloading from the following Web site:
http://community.udayton.edu/provost/aali/LTC/learningservices/faculty_resources.php

Write Place Provides Beneficial Service to Students

Mission

The mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process.

While many first-year students use the service, helping them to gain some confidence as a new college-level writer, the Write Place also serves upperclassmen and graduate students.

Students are encouraged to use the service anytime! Write Place has helped with a wide range of writing challenges such as:

- First-year student's English 101 papers
- International student's mastery of English idioms
- Upper-level student's research papers
- Student's applications to graduate school

Faculty Support

While the Write Place is a student service, its mission of service extends to all on campus. Faculty are encouraged to schedule a classroom visit from a Write Place consultant. Write Place consultants visit classes to explain to fellow students the benefits of a writing consultation session. These visits generally last 5-10 minutes and help to clarify questions and concerns some students may have about the service. A syllabus statement is available for faculty to use, succinctly identifying the Write Place mission, office hours and location. This statement is available on the web at: <http://LTC.udayton.edu/writeplace>. If you would like more information about the Write Place or to schedule a classroom visit, please contact Christina Klimo, Write Place Coordinator, at christina.klimo@notes.udayton.edu or 229.2068.

New Location

In May 2009, Roesch Library invited the Write Place to relocate from a small fifth floor office to a roomy space located on the west end of the Library's second floor. This new location offers student-clients many benefits. The new office space is larger which allows for a more private writing consultation experience, provides students a quiet place to relax or study while they wait for their writing consultation to begin, and puts students closer to the primary researching tools they may need when revising their writing assignments. This new location illustrates the LTC and Roesch Library's commitment to enhancing the academic experience of UD's students. ■

Syllabus Statement

Below is a statement summarizing our service; we invite you to include this in your course syllabus.

"Write Place is a FREE service available to all UD students. Write Place offers peer-to-peer writing support on any writing assignment and at any stage of the writing process. Students can drop-in to the Write Place without making an appointment. Drop-in hours are Monday through Thursday, Friday from 10:00 AM to 1:00 PM from 10:00 AM to 8:00 PM and Sunday from 4:00 to 8:00 PM. Write Place is located on the west end of the second floor of Roesch Library. Contact Christina Klimo, Write Place Coordinator, if you have any questions at christina.klimo@notes.udayton.edu or 229.2068."

Expanded Drop-In Hours!

Write Place is a free service available to all UD students. Students can drop-in to the Write Place without making an appointment. New for this year, the Write Place has expanded the hours of operation. Drop-in hours are Monday through Thursday from 10:00 AM to 8:00 PM, Friday from 10 AM to 1 PM and Sunday from 4:00 to 8:00 PM.

To learn more about the Write Place, visit our Web site:

<http://LTC.udayton.edu/writeplace/>

BROTHER JOSEPH W. Stander symposium

April 2011

On April 13, 2011, the University of Dayton will sponsor the annual Brother Joseph W. Stander Symposium to recognize and celebrate and academic excellence in undergraduate and graduate education. Named in honor of former Provost Joseph Stander, S.M., this annual event provides an opportunity for students from all disciplines to showcase their intellectual and artistic accomplishments. The Stander Symposium represents the Marianist tradition of education through community and is the principal campus-wide event in which faculty and students actualize our mission to be a "community of learners."

As an alternate day of learning, the Stander Symposium recognizes teaching and learning outside of the traditional classroom. For the Symposium, the typical class schedule is replaced with poster sessions, performances, exhibits, capstone course work, and oral presentations at venues throughout campus. As you begin to think about your courses for next semester, please consider how you can incorporate Symposium opportunities into the courses you teach and encourage your students to participate. ■

2011 Celebration of the Arts

Opening Performance

Tuesday, April 5, 2011, 8 p.m., Schuster Center (Downtown Dayton)

UD presents an evening of student performances in music, theatre, dance and visual arts. Celebration of the Arts showcases the arts culture at UD in the Dayton's premiere performing arts venue. Burt Saidel, Arts Reviewer for The Oakwood Register, and Georgie Woessner, GM of WDPR-FM, will serve as hosts for the evening. The event is free and open to the public, but tickets are required. Call 937-229-2545 to reserve in January 2011.

Free roundtrip transportation will be provided by the Greater Dayton RTA from the University of Dayton campus to the Schuster Center.

Closing Visual Arts Exhibition and Reception

Wednesday, April 13, 2011, 5 p.m. – 7 p.m., Rike Center

The Department of Visual Arts will host an evening of open studios and a reception as the closing event of the University's Stander Symposium. The evening features the awards ceremony for the Department's annual Horvath Exhibition, a juried exhibition highlighting student artwork. The event is free and open to the community.

2011 Event Schedule

Monday, March 14, 2011

Deadline to register project submissions.
<http://stander.udayton.edu/registration>

Tuesday, April 5, 2011

Opening Mass

Immaculate Conception Chapel, 12:05 PM

Celebration of the Arts: Opening Performance

Schuster Center, 8 PM (Free. Tickets required.)

Tuesday, April 12, 2011

Stander Cup

RecPlex, 9 PM

Wednesday, April 13, 2011

Day at the Stander

Kennedy Union and Various Campus Locations
9 AM to 5 PM

Celebration of the Arts: Closing Visual Arts Exhibition and Reception

Rike Center, 5 to 7 PM



For details on Symposium events,
visit our Web site: <http://stander.udayton.edu>

Still have questions?

Contact stander@notes.udayton.edu.

E-Learning Seminars

E-Learning Seminars allow faculty to develop skills in creating and delivering technology-enhancements and online learning experiences for their students. In many cases the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu. Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

Mastering Isidore – A Hands-on Workshop

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

Are you ready to take your class online to Isidore? This two hour hands-on session will introduce users to the campus learning management system leaving them ready to begin building their own sites with confidence.

Teaching Virtually with Elluminate

Facilitated by Jerry Timbrook

Elluminate facilitates real-time online meetings in a virtual classroom. Professors hosting an Elluminate meeting can interact with students and other participants via computer audio, can present a series of PowerPoint slides, can annotate a whiteboard, and can poll the audience. Could this work for your class? Come and find out.



A Conversation About...

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

The E-Learning Lab will lead a discussion around the topics of: Podcasting, Cloud Computing, Plagiarism, Social Media, and Fair Use/Intellectual Property/Copyright. The sessions are intended to create a common understanding of the issues on campus and we're looking forward to hearing from experienced and interested campus faculty and staff.

Boosting Student Engagement with Clickers

Facilitated by Ryan Allen

Are you tired of waiting until exam day to see how much your students are learning? Student Response Systems (SRS), or "clickers", are becoming standard equipment in many college classrooms. These handy tools allow instructors to get instantaneous feedback through electronic polling from a large audience. Come try them out for yourself and hear who's already using them on campus.



E-Learning Update & Idea Exchange

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

What is the E-Learning up to and how do we decide what to work on? What updates can I expect to be in the next Isidore release? The E-Learning Lab will use these meetings to come together with faculty, discuss future plans, and find out where improvements can be made. It's important that faculty (and through them, their students) are involved in the future planning process.

E-Learning Lab Office Hours

Need help learning to use a new Isidore tool? Have a question about plagiarism? Interested in trying clickers in your class? Stop In! We can help!

The E-Learning Lab is now offering open office hours each week for faculty to drop in and get help. The lab will have dedicated staff ready to help every Tuesday from 3:00-4:00 PM and Wednesday from 10:00-11:00 AM. Are you off campus? No problem. Call us at 229.5039. We'll be ready to help.

The E-Learning Lab is located in suite 38 in the Learning Teaching Center. ■



From Left to Right: Jerry Timbrook, Paul Dag-nall, Leah Bergman, Matt Mize, Ryan Allen

E-Learning Seminar Schedule

January			
Mastering Isidore: A Hands-on Workshop	Wednesday - 1/12	2:00-4:00 PM	LTC Forum
Teaching Virtually with Elluminate	Tuesday - 1/25	12:00-1:30 PM	LTC Forum
Mastering Isidore: A Hands-on Workshop	Thursday - 1/27	9:00-11:00 AM	LTC TeamSpace

February			
Boosting Student Engagement with Clickers	Tuesday - 2/1	10:00-11:00 AM	LTC TeamSpace
A Conversation about Podcasting	Friday - 2/11	12:00-1:00 PM	LTC Forum
E-Learning Update and Idea Exchange	Wednesday - 2/16	3:00-4:00 PM	LTC Forum
Teaching Online at UD	Tuesday - 2/22	12:00-1:00 PM	LTC Forum
A Conversation about Cloud Computing with Google Apps	Monday - 2/28	12:00-1:30 PM	LTC Forum

March			
Mastering Isidore: A Hands-on Workshop	Wednesday - 3/2	12:00-2:00 PM	LTC Forum
Teaching Virtually with Elluminate	Tuesday - 3/8	2:30-4:00 PM	LTC Studio
A Conversation about Plagiarism	Monday - 3/14	12:00-1:30 PM	LTC TeamSpace
Boosting Student Engagement with Clickers	Friday - 3/18	12:00-1:00 PM	LTC Forum
A Conversation about Social Media in Today's Classroom	Friday - 3/25	12:00-1:00 PM	LTC TeamSpace

April			
Mastering Isidore: A Hands-on Workshop	Tuesday - 4/5	12:00-2:00 PM	LTC Forum
E-Learning Update and Idea Exchange	Friday - 4/15	12:00-1:00 PM	LTC Forum
A Conversation about Fair Use, Intellectual Property, and Copyright	Tuesday - 4/19	12:00-1:30 PM	LTC Forum
Teaching Virtually with Elluminate	Wednesday - 4/27	10:00-11:30 AM	LTC TeamSpace

Using Isidore to Support Your Class? Let Your Students Know!

Syllabus Insert (Modify as Necessary):

Online Course Support

This course will utilize the Isidore Learning Management System - <http://isidore.udayton.edu>. Use your Novell (LDAP) username and password to log into the system and click on the course tab to enter the site. The site may be used for a variety of things including, announcements, online quizzes, assignment submissions, and discussion forums.

If you cannot log into the site, or if you have any problems viewing or accessing the course tab once you've logged in, it's your responsibility to contact the UDiT Help Desk for assistance at x93888 (937.229.3888 – off campus). If you've registered for the class late it may take 24-48 hours before you gain access to the site.

For specific questions about course assignments and deadlines, please contact the instructor.



Host a Virtual Class or Meeting with Elluminate Live!

The E-Learning Lab is pleased to announce that Elluminate Live! is now fully integrated into Isidore. Elluminate (the University of Dayton's synchronous online learning tool) facilitates real-time online meetings in a virtual classroom, and allows participants to join a meeting from any Internet-enabled computer in the world. Moderators of an Elluminate meeting can interact with other participants via computer audio, present a series of PowerPoint slides, annotate a whiteboard, and poll the audience.

Integration with Isidore.

The Elluminate Classroom tool is now available in Isidore. Using this tool, faculty members can seamlessly integrate Elluminate sessions into their class experience. To add the Elluminate Classroom tool to your Isidore site, follow these instructions:

- In your Isidore site, click "Site Info"
- Click the "Edit Tools" link
- Put a checkmark in the box next to "Elluminate Classroom"
- Click the "Continue" button
- Click the "Finish" button

<input type="checkbox"/> Chat Room	For real-time conversations in written form.
<input checked="" type="checkbox"/> Elluminate Classroom	Isidore Client for Elluminate server
<input type="checkbox"/> Forums	Display forums and topics of a particular site

More information about Elluminate, including a User's Guide for the Isidore Integration, can be found at: <http://learn.udayton.edu/elluminate>. ■

Five Great Uses for Elluminate

1. Never Cancel a Lecture

Going out of town for a conference? Don't cancel class; record your lecture through Elluminate before you leave! Students will be able to watch your recorded lecture while you're gone.

2. Conduct a Review Session in your PJs

Do you want to hold a review session outside of normal class hours? Elluminate enables you to conduct meetings from the comfort of your home.

3. Student Group Meetings

If students need to work outside of class on a group project, finding a time for everyone to meet on campus can sometimes be impossible. Elluminate helps group members collaborate on a project no matter where they might be.

4. Online Office Hours

If a student isn't able to make it to campus for your office hours, fire up Elluminate and meet them online!

5. Guest Speakers

Instead of flying a guest speaker in from far away, have them join your class virtually. Elluminate can help you connect to a guest speaker across the country, or even across the world.

Elluminate's Top Five Tools

1. Text and Voice Chat

Whether you prefer to type or talk, interacting with students online has never been easier!

2. Application Sharing

Do you need to present an equation in Excel? Do you want to explain Word's "Track Changes" feature? Elluminate allows you to demonstrate software programs to all of your meeting's participants.

3. Virtual Whiteboard

The virtual whiteboard arms you with the perfect tools to give a winning presentation. Elluminate allows you not only to present PowerPoint slides, but also allows you and other meeting members to annotate slides.

4. Recordings

With just the click of a button, Elluminate will record your meetings. These recordings can be distributed to those who missed your session, and are great for students who want to review course material before an exam.

5. Polling

Do you want to make sure your students completed their assigned reading? Elluminate's built-in polling feature allows you to ask your meeting participants a question and tally their responses.

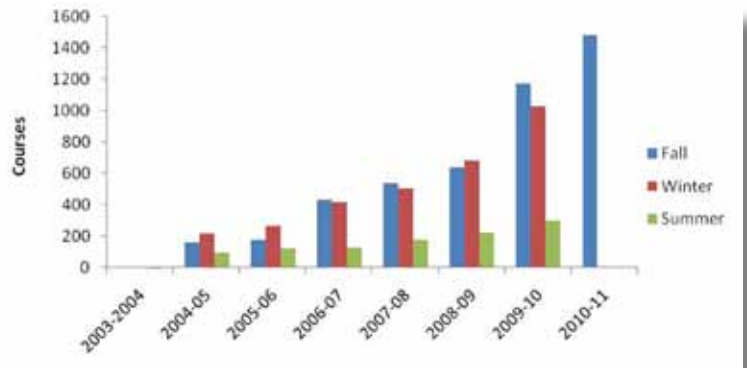
To learn more about Elluminate, please contact:
 Jerry Timbrook, E-Learning Specialist
 E-mail: timbroje@notes.udayton.edu
 Phone: 937.229.5032

For Elluminate Training Dates see page 17.

Isidore: Now and in the Future

The start of the spring 2011 semester marks the two year anniversary for Isidore, UD's Learning Management System. In 2007 it was selected by a committee of campus faculty to replace WebCT. The decision to move to Isidore was based on the fact that the code is open source, which means it can be further developed and enhanced on campus. Adopting Isidore also meant that UD could unburden itself from large commercial subscription fees and take more ownership of the product. More and more schools around the globe are moving to open source platforms for these same reasons.

The number of instructors using Isidore and the number of classes offered through it has increased dramatically over the past two years. Prior to Isidore, less than 700 courses each semester were being taught in or supplemented through the campus learning management system - WebCT. With Isidore, that number now tops 1,400 courses each semester. The number of faculty teaching at least one course topped 550 during the fall semester – marking a 12% increase over last fall and an overall 32% rise since 2008. The E-Learning Lab regularly receives suggestions from faculty and students regarding new features and changes they'd like to see in Isidore. This feedback is a powerful indicator that the system's users are invested in the tool and are continuously looking for new ways it can assist them in their teaching and learning.



One of the pillars of Isidore's success on campus has been the ability for improvements and patches to be developed and deployed quickly. The open-source nature of Isidore's code base allows developers at UD to tweak and improve Isidore on a monthly basis. UD developers have done everything from adding new tools to changing the functionality of existing tools to better fit the needs of our campus faculty and students. To date, there have been over 575 feature enhancements and bug fixes applied to Isidore by UD developers.

Most recently, an integration was built to connect the campus's synchronous learning tool, Elluminate, to Isidore. The integration allows instructors to quickly and easily create live web conferences and host past session recordings within their course sites. You can read more about Elluminate on page 18.

A customized rubric grading option was also incorporated within the Assignments tool to allow instructors to grade with rubrics or other faculty-provided forms. This feature is not only useful for sharing rubric grades with students, it is also a powerful feature for capturing scores essential to program accreditation. In addition to monthly updates and patches, the E-Learning lab has bigger plans for the future of Isidore. Through careful planning and work with campus faculty the E-Learning Lab is committed to growing the functionality within Isidore. ■

What's coming in the next six months?

- An improved Gradebook tool will be piloted during the spring semester. The existing gradebook will not be affected. The improved gradebook will be easier to use and manage while being able to handle more complex tasks such as: factoring in extra credit, dropping the lowest scores within categories, and excusing specific assignments on a student-by-student basis.
- The E-Learning lab is also currently working with a senior graphic design student to revamp the look of Isidore. The changes, scheduled to be deployed at the conclusion of the spring 2011 semester, are being designed to improve the look and feel without changing the way a faculty or student would navigate within the system.

What's being planned for the next 1-2 years?

• Enhanced Course Rosters

A new 'roster' tool is in the early planning stages at this time. The tool will be automatically enabled in every course site for instructors and students. The tool will display photo rosters with pertinent information about each student and their academic advisors.

• Enhancing Learning with ePortfolios

There are also plans to add ePortfolio functionality for the graduate program in English for the fall 2011 semester. An electronic portfolio will allow students to create a collection of electronic evidence to support their learning and achievement.

• Write Place Digital Drop-Off Integration

The Write Place exists to enhance writing competency across the curriculum for all students. It's designed to assist with a wide range of writing challenges and help students become stronger writers. A new tool is being planned that will allow students to electronically submit papers for review from within Isidore. The integration will make the process of submitting papers easier for students and provide the Write Place with greater functionality for review as well as statistical information.

• Submitting Final Grades through Isidore?

A question that pops up from time-to-time is whether instructors can submit their final grades directly to Banner from Isidore. While this is not currently available and has no timeline, the request is being taken very seriously by the E-Learning lab. The nature of this feature enhancement is complicated due to the implications of handling course grades and integrating with the new student information system.

The E-Learning Lab is very thankful for the participation and support of campus faculty and students. Feature requests and frank discussions about the state and direction of Isidore are always welcomed. The E-Learning Lab can be reached at 937.229.5039 or e-learning@notes.udayton.edu.

IT Consulting and Training

Did you know IT Training offers job-specific and environment-specific consulting? IT tools constantly evolve and change, we can help you identify more efficient and productive ways of using the technology tools available. We are also available to provide department or area-specific training. If a group of colleagues would like training on a specific program or tool we can come to your area to train you or we can arrange a group training session in the LTC.

To schedule a consultation or training session contact us at training@notes.udayton.edu. ■

**For a listing of upcoming training sessions
visit our Web site:**

<http://community.udayton.edu/provost/it/training/index.php>

TechnoFair 2011 coming in May!

Dates and times coming soon.

A Sampling of Reactions from Past Clients:

“ We contacted IT Training for support in finding an effective method to produce course check lists. It took approximately 15 hours to create and send the facilitators their rosters and checklists. IT Training sat down with the VLCFF team to discuss possible solutions and through their expertise the checklists are now generated in less than 4 hours. ”

“ I learned more in an hour with IT Training than I have on my own for years. ”

“ With IT Training’s help, I now upload work/ study calendars into our database. What a timesaver! What previously was a 2-3 minute operation per student (with up to 300 students in our program), was reduced to 30 seconds per student! ”

Media Arcade invades LTC

Pac-Man, Space Invaders, Galaga. These were just some of the popular arcade games nearly 30 years ago. Today, the term arcade takes on a whole new meaning in the LTC, with such technology as the iPad, Kindle and TouchSmart PC.

Beginning January 2011, the arcade opens its doors to provide a space for students, faculty, and staff to experiment with the new devices and to get help with their multi-media projects. Here are some of the technology questions the team in the media arcade have answered:

- Can I test the iPad to see how it works?
- How do I create and edit audio files ?
- What’s the best way to share my media project?
- Where can I check out a video camera ?
- Help me, Please!

**Media Arcade Hours
Monday through Friday
9 AM to 5 PM**

Until now, students didn’t have a place to go to get assistance with their projects. With the opening of the Media Arcade, the hope is faculty can assign media-rich projects knowing students will receive much needed guidance. So far it seems to be working. Several faculty have begun to assign “video” final projects. ■



DegreeWorks



What is DegreeWorks?

DegreeWorks is a comprehensive set of web-based academic advising and degree audit tools to help students and their advisors navigate the curriculum requirements at the University of Dayton. DegreeWorks went live to students and faculty in October 2010.

DegreeWorks for Advisors

- Supports real-time delivery of academic advice through web interfaces
- Minimizes errors through the delivery of consistent degree plans
- Supports more timely registration and graduation checks
- Supports green initiatives by reducing paperwork

DegreeWorks Quick Start:

- 1.) Login to Porches at <http://porches.udayton.edu>
- 2.) Click on the Faculty tab
- 3.) Click on DegreeWorks in the Faculty Registration Tools Channel

DegreeWorks Frequently Asked Questions

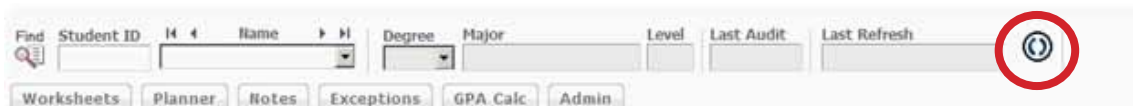
1.) I've entered a Student ID in the box, but nothing is happening. What do I do?

If you've entered the Student ID directly on the front page, hit Enter or double click in the ID box and the student's information will appear.



2.) I'm working with a student whose information has recently changed. When will DegreeWorks be updated? (Major changes or additions, grade changes, advisor assignment changes, etc)

Student information, including all changes, is imported into DegreeWorks every night. You can also import recent changes on demand by clicking the Refresh button in the key block.

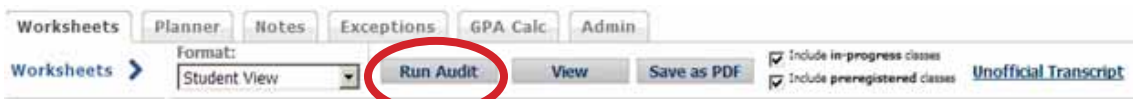


In order for the new/newly changed information to appear on the student's DegreeWorks record, you will need to process a new audit by clicking the "Run Audit" button.



3.) The student's information hasn't changed, but we've asked for a change to the DegreeWorks programming. I know the change has been made, but the student's advising report is still showing the old information. What do I do?

In order to view the most recent version of curriculum requirements, you should always click the "Run Audit" button to ensure that you are viewing the most current information and curriculum for every student.



When in doubt, always "Refresh" and "Run Audit". If your problem persists, please contact the Help Desk at Helpdesk@udayton.edu or 937.229.3888 to submit a work order for the DegreeWorks Team. ■

Academic Affairs and Learning Initiatives (AALI) programs and services support the University mission by enhancing learning and teaching, promoting the professional development and engagement of students, faculty and staff, and integrating learning and living in community. As a partnership between seven University-focused areas, these offices and centers support the work of UD academic units and the UD campus learning environment. AALI is led by the Associate Provost for Academic Affairs and Learning Initiatives.

Supporting the Arts

The University Honors Program strives to support the myriad talents of Honors students and the annual Honors Art Exhibition is one way to acknowledge student excellence in the visual arts. On January 21, the Honors Program held a reception to open its annual art exhibition. Now in its eleventh year, the juried show drew 55 entries from University Honors students. Eighteen students

with majors as diverse as religious education, mechanical engineering, Spanish and psychology are represented in the show which runs

until November. The exhibition includes art from a variety of media including ceramics, photography, woodcut, drawing and painting. Benjamin Montague, an assistant professor in photography at Wright State University, served as this year's judge. The entire campus community is invited to see the show during regular business hours. ■



ArtStreet's Visiting Artists for Spring 2011

ArtStreet's primary goal is to provide new opportunities for creative exploration, community building, and enhancing diversity. One way we do that is by bringing creative individuals representing a variety of art forms and perspectives to campus to share their work with students. In Spring 2011, ArtStreet is excited to host a company of dancers, two visual artists, and a writer.

The Dayton Contemporary Dance Company (DCDC) will continue this semester as UD's Community Artist in Residence. Company members will be conducting a variety of dance and dance-related workshops in RecPlex Studio B every Tuesday night from 8:30 – 10:00 p.m., free and open to all UD students and anyone with a RecPlex membership. The company will also conduct a brown-bag lunch performance at noon on Friday, February 4th in KU's Torch Lounge, and will participate in this year's Celebration of the Arts at the Schuster Center on Tuesday, April 5th.



Yasue Sakaoka is a sculptor working with paper and origami-influenced forms. She is a recipient of the Ohioana Award, one of Ohio's most prestigious awards to an artist. She will build a site-specific, ceiling-hung installation in ArtStreet's Studio D Gallery in early February. The artist will be present for an opening reception and conduct a gallery talk on Tuesday, February 8th from 4-6 p.m. She will also teach a workshop open to students, faculty, staff, and the Dayton community on Wednesday, February 9th from 7-9 p.m.

On Friday, February 25th, ArtStreet and co-sponsor Film Dayton will bring UD author and alumnus Jim McDevitt to campus to lecture about his recent book on the films of Alfred Hitchcock. The lecture will begin at 6:30 p.m., followed by a double feature of the Hitchcock films "*Rope*" and "*Strangers on a Train*".

Patrick Dougherty is an internationally known sculptor famous for weaving large, architectural forms out of willow branches. He is creating a new sculpture locally for Five Rivers Metropark's Wegerzyn Gardens in April. ArtStreet's Studio D Gallery is mounting an exhibition of photographs of his previous sculptures from March 21st to May 6th, and will host Dougherty for a reception and gallery talk on Tuesday, April 12th at 7 p.m., in collaboration with the Department of Visual Arts.



ArtStreet strives to provide opportunities for students, faculty, staff, and community members to access the arts, and we welcome questions about any of the activities mentioned above. For more information, please visit the ArtStreet website at <http://artstreet.udayton.edu>, or call 937.229.5101. ■

Honors Students Symposium 2011

In the University Honors Program, the spring semester is busy with seniors putting the finishing touches on their six-credit Honors thesis projects. The thesis experience extends over eighteen months from its inception in fall of the junior year to the publishing of the completed research in spring of the senior year. As one step in the process, on March 11, graduating seniors in the University Honors Program will be presenting their Honors thesis research in a series of concurrent oral presentations as part of the Honors Students Symposium 2011. An audience of underclass Honors students, thesis advisors, departmental faculty, family and friends are expected to attend. This year about 70 seniors will participate in the symposium. The sessions will be held in various rooms in Kennedy Union throughout the afternoon, followed by a reception. A complete schedule with the names of participants, thesis topics, times and locations will be available online and in printed format. The University Honors Program invites the entire campus community to attend the Honors Students Symposium 2011 on Friday, March 11, and to assist in recognizing the outstanding research conducted by University Honors students. ■



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LTC At-a-Glance

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Ryan C. Harris Learning Teaching Center
Ground Floor - Roesch Library
+1302



Join a Community of Faculty Committed to Improve Teaching and Learning

Interested in teaching in the LTC Studio?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. Teaching in the Studio allows faculty to experiment with new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio supports faculty who want to explore the scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to share their experiences with other instructors in a “Community of Practice” and are exempt from standard student course evaluation procedures.

A call for applications to teach in the Studio during summer and fall terms, 2011, will be distributed early in the spring semester. If you have any questions, contact the LTC (LTC@notes.udayton.edu or 229.4898) or Molly Schaller (Molly.Schaller@notes.udayton.edu or 229.3677).

More information on the Studio, application, and the “Community of Practice” can be found at <http://LTC.udayton.edu>.

Reservations in the LTC

The LTC’s innovative architecture is designed to encourage discovery, learning, reflection, and conversation. With seminar and meeting spaces, a classroom, a cozy fireplace, and several conversation areas, the LTC is simultaneously a functional meeting space and an experimental, impromptu gathering place.

The LTC spaces are available for reservation during our normal operating hours (some restrictions apply). Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Summer 2011 requests begin February 15; Fall 2011 requests begin April 1.

Contact 229.4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the fall and spring semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

Please email any comments or questions to: LTC@notes.udayton.edu
Designer - Andrea Wade